

Parents' National Educational Society
The 'National Education' Movement.

Continuation School.

A hundred years ago, about the close of the Napoleonic wars, there was such another stirring ^{among} the day bones as we are now of the day. All the world ^{had then as now} was aware that war was the outcome of the wrong thinking of ignorance, & that education was the means to remove it & its cause.

Prussia led the way; not the children but the young people over the immediate concerns of ^{the} ~~the~~ ^{the} philosophy of Fichte, the idealism of Schlegel, that noblest of leaders of youth, the young man, came into being. Prussia was unceasingly unpromised, but her concern was not with the ends which should make her rich, her young people looked to philosophy principles for their ~~guidance~~ ^{principles} & to history for example, & it was well with the land.

Not only in Prussia, but throughout Western Europe

the end concerning morals, "the Utilitarian Theory is profoundly immoral."

The ~~lecture~~ ^{lecture} brought forth Murray; we heard him in 1870 & Kerschbaumers claimed to be the announcement ^{of a page} offered for an essay on the best way of training youth. ^{due to the} ^{of his country} That essay, was reviewed by the Academy, & that essay in pamphlet form has influenced opinion & directed action throughout the West. Professors of ^{Education} ⁱⁿ ^{the} ^{United States} ^{for} ^{Philip} ^{and} ^{most} ^{of} ^{them} are among its leading exponents.

And what was the note of this new school of education? Briefly, that same note which had proceeded from England, France, Switzerland a century earlier; a Utilitarian education should be universal & compulsory. Child & adolescent - should be "trained" with the spirit of service, provided with the instruments of effective self-activity. Behold, Utopia & Land! Many young persons gathered, body & soul, for the uses of society, as for his own uses, what he should be in and to himself - why, what makes? ~~to be~~

on even a walk in former schools
was presented in former schools,
but most of us know how dry-as-dust
such a perfunctory lesson, interesting
or more practical matter, may become.

It is not that the eminent educators
then referred to would willingly sacrifice
the individual youth to society; on the contrary,
they would raise him, put him place and
power, give him opportunity; place his
feet on the wings of that ladder we used
to hear ~~much~~ about; but a large roll
has been misled by mistaken views as
to the purpose of education. We have heard
what Plato calls "the lie of the deed," that
knowledge may be received from
sensations, that what we have seen with
our eyes and heard with our ears
affords us the instruction. our souls
demand. No doubt - a boy uses his own
as some purgative when he makes, for any
an imperious model, and, seeing mind is

Not possible

work, we have away with the notion that
good work is synonymous terms:
for the body, they may be in a certain
sense for work things pay for things paid
but no such indirect transaction is
possible to mind; we have all known
men full of affairs, quick at ingenious
devices, whose minds are literally
starved. The more so, because a
mind perpetually at ^{seemingly} work is a sort of
intellectual anarchy ^{where} ~~the~~ ^{the} ~~work~~
is proportional to his ^{labor} ~~work~~.

The work is bringing new ideas upon us, we
begin, for instance, to realize the ~~the~~ ^{the} ~~and~~ ^{and} ~~of~~ ^{of} ~~the~~ ^{the} ~~adult~~ ^{adult} ~~mind~~ ^{mind} ~~for~~ ^{for} ~~instruction~~ ^{instruction}; it is starting
to read of 1,500 soldiers-candidates for 20
vacant places in a certain class. We begin
to see that mind, the mind of all sorts &
conditions of men, requires its action, its ~~action~~ ^{action}
& regularly ~~expressed~~ ^{expressed} ~~as~~ ^{as} ~~the~~ ^{the} ~~body's~~ ^{body's} ~~does~~ ^{does}.
As things are, we shall have to see to it that
every body gets paid, but our ~~top~~ ^{top} ~~is~~ ^{is} ~~that~~ ^{that} ~~honesty~~ ^{honesty}
we shall bring ~~up~~ ^{up} ~~the~~ ^{the} ~~people with~~ ^{people with} ~~enlightening~~ ^{enlightening} ~~mind~~ ^{mind} ~~as~~ ^{as}

held as a self-sustaining body, by a close ordering
of the process of education; in hope to transfer
+ direct mind hunger that every man's
mind will look after itself.

What is the proper food of mind is a
great question & which I shall return later,
but ~~without~~ ^{in many cases} ~~any~~ ^{noting - phos}
Rel-education would make ^{us} ~~us~~ ^{more} ~~wise~~ ^{wise} &
towards God. (I remember the fool of the
parable who failed because he was not "not"
towards God?), with towards society & his
towards himself. I will not press my
point by urging the moral bankruptcy
which has been exposed to us during the last
four years or so as co-existent with, if not
caused ~~only~~ by, utilitarian education;
9-- The catastrophe has been accelerated by
the sort-of moral madness of which we
have had our seasons in a past,
between the "Dorothy Riddle" ^{indeed} & the
the "Beak" episodes; we have ^{been} ~~been~~ ^{been} ~~been~~
off our feet by a fallacious ^{moral} ~~moral~~ ^{reason}
& again, but ^{our} ~~our~~ ^{insanity} ~~has~~ ^{been} ~~shown~~

^{his heart} ^{appropriated}
 time & money for education - his own & others
 trying to us to believe & lie.

[illegible]

But probably in all our considerable
industries or excel. German women will
know over the material of our dresses with

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toward different ends. In Denmark, they have
not continuation schools, but Peoples High
Schools, a pleasant name for possibly
a pleasant thing.

Denmark, like Germany, was as we know
devastated by the Napoleonic wars, but ~~before~~
~~continued~~ ~~by~~ ~~then~~ ~~reduced~~ ~~by~~ ~~the~~
~~liberation of its people~~ ~~an act of~~ ~~the~~
~~of "freedom's people"~~ ~~which~~ ~~gave~~ ~~us~~ ~~the~~
energy from the Central Chapter at Copenhagen
was to give inspiration, - "The King can not
give freedom given in my hands and
give son of country, courage in its defense, dear
for knowledge, loving for knowledge, hope
of independence." This is inspiring - and
the ground for Grounding. But
not isolationism & nationalism - who became
the "Father of the Peoples High Schools".

"Then there is more life there is the victory."
said he, & the immediate way to an access
of life to come in "A Danish High School serving
the young people all over the land," a school
which should inspire "atmosphere in that
is peace: love for what is beautiful, for goodness
& affection, peace & unity, innocent - cheerful
pleasure & mirth," - Then, there is no word of

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the Danish People's School, but in 1853-4
these people numbered over three thousand
men & rather more women, & were men
cherished the high rule "the new Danish
School for youth is to have its food, power
to lead all classes of the people into one."
P. All of these high schools have the motto
of the fathers of their "Fathers". These people
have known how to turn up his teaching in
these sayings. - "Spirit is only by Spirit
reveals itself in spirit; Spirit works up
in freedom." We are able to bear the cross
of these sayings & indeed this movement
cannot have been from the first primarily
Christian - Christian is no narrow circle
but sharing the wide liberality of the
Philosophia Catholica, conceived by the Angelic
Doctor & epitomized by Simon Memmori
on the walls of the Spanish Chapel in San
Marco (Florence). There we have the sciences,
Liberal Arts, such commonplace 'subjects'
as grammar & arithmetic, geometry
& music, logic & rhetoric, as all informed
by their direct descent from the Spirit of God
through the several teachers commemorated

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was Denmark - 'allusion to the people' but
not ^{the} people less under the ~~administration~~.
But it seems to me is an educational
work with visiting in her children
day, some such work seems to have
been Gmædal's May 2 probably independent
concerned. ~~He~~ in this point of view
"for all, some acquaintance with popular
literature, especially the poetry, history of
our own country, will create a brand
new world of readers all over the land!"

I cannot go into the question of
the agricultural schools, of which it is
said ^{But?} the Danish agricultural school
is the child of the Danish Folkhøjskole, &
must - like this have Christian faith
& national life as its basis? In the
careless days before Russia we came
all testify to the excellence of Danish
butter, but did we consider the "revolution
& capacity" with which Danish peasants
passed from the making of poor
butter in their various small holdings
to the manufacture in co-operation
classes of butter of an almost-uniform

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Finances? This, too, says an American
 teacher, "progress is due to the high school."
 Mr. Smith says, "just as enrichment of the
 soil gives the best conditions for the seed,
 so in it - so a well-provided human
 training provides the sure basis for
 business capacity; and the least so
 in the case of the coming farmers, they
 are highly-wisdom, increasing in confidence
 at a moment - when we, too, are on
 the edge of a new departure.

These northern High Schools, necessarily
 winter schools, were not open at the
 time of my visit but - this is true thing,
 casually known might I think to have
 been ~~the educational spread~~ spread by the
 High Schools. An example, Copenhagen
 itself, as compared with Denmark, looks
 now as a city with a soul.
 In the few neighboring countries with
 the experiments in Denmark with ~~the~~

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 1908-

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increased + almost simultaneously
the schools opening up in all parts.
(The last day: At the Nagu, again, I saw
a man in his working clothes showing
pictures in one of the galleries. His
boy of seven who was looking earnestly
+ listened eagerly. The young people in
the great Delft porcelain works showed
traces of culture + gentleness in conversation
+ manners. But - nothing struck me
more than what I saw in the general
shape of an out of the way valley in Andes.
The villagers were peasants with no shops
sold cabbages + herrings, cheese + milk,
but across the small-paved window was a
shelf closely packed with paper-covered volumes
in paper covers which had not kept from
a full century. Of course I could not read
all the titles but among them were some
from French, German + English; from the
last two ^{Latin} volumes of St. Augustine
+ Chaucer, Boccaccio, Carlyle, + 'The Last Ring etc.
One well known book that village was too

[illegible]

E.D.P.

IV 132

Amaziah, Ariel, Asaphus, Arcot, America,
Austrian Army, Artemidorus, Autumn, Aspidochelone, Aspidochelone,
Apophysis, Attai M^{ts}, Asconan, Africa, Athens
Amulosa, Arachnoida, Amadelle, Albumen, Abdomen,
Auricles, Angle, Arc.

Burns, Robert, Bastille, Bombay, Bengal, Burke,
Black Hole of Calcutta, British Museum, Benevolence,
Basalt, Butterfly, Beetle, Blood-vessel, Barber,
Blue Nile, Baghdad, Burne Jones.

Cooper, Calcutta, Chile, Canada, Colonel Lullin.
Chopatria, Candace, Carionismus, Cassowary, Cosmopolis,
Cuckoo, Cranes, Calyptra, Cotton-grass, Chalk,
Conglomerate, Crustacea, Chiroptera, Carnivora
Chyle, Centre of Circle, China Paper, Canton, Cairo,
Chisel, Chalk, Cerve.

"Dick" Pimrose "Deserted Village", Duplex, Dialectic
Character, Ducks, Despotic Government, Dictator,
Livingstone, ^{Delta} Deposition, Diaphragm, Diademum,
England, East India Company, Economical reform,
European Emperor of Austria, Empress of Russia

Emu, Eastern Turkestan, Egypt.

Frazer, Frederick the Great; Fred: William of Prussia.

Flightless birds, First Cataract, Teraminefera.

Gadames, Great Commoner, George III., General Massoni,
Governor General, Grace & Tre. Will, Greek language.

Generosity, Gulls, Granite, Gumbo, Gastric juices,

Globules.

Huldah, Highlands of Scotland, Herodotus, Hieroglyphics

Herons, Hoang-ho. Hedgehog, Hydrochloric acid,

Hydrocarbons, Heart,

Isaiah, India, Influence of light.

Josiah, Judah, Iphosphat, Jerusalem,

Jonas, Jonah, Jesuits, Jansenists. Japan.

K. Künersdorf, Kuen Lun M^{ts}, Kiolo, Karnae,

Khartoum. Kolobeng, Kalahari,

Lord North, "Lords in Waiting" of Love, Land birds.

Lamellae, Laros, Lake Ngami, Loanda,

Lake Nyassa.

Manassah.

Mongolia, Manchuria, Madras, Malakatas,

Members of Parliament, Medolice, Methadine

Mississippi Company, Maria Theresa, Mummies
 Moses. Microscopic Shells, Munkiana.
 Nagasaki, Nile, Nitrogenous food.

"Olivia" Primrose, Ostriches.

Pharusus, Primrose (M.), Philozophers, Plassy,
 Pitt, Prime Minister, Pragmatic Sanction, Prague.

Peace of Hubertsburg, Pity, Puffins, Penguins, Plovers.

Pelicans, Plants, Polytrichum formosum, Peristome.

Porphyry, Puddingstone, Pepsin, Peptone, Pancreas.

Pulmonary artery, Paurin Plateau, Prairies, Pyramid.

Portuguese West Africa.

Quileman.

Rome, Roachach, Rossella Stone, Rhea, Rhodentia
 Rodentia, Rhos.

Sea of Galilee, "Sophia" Primrose, Surajah Dowlah,
 Seven Years War, Silesia, Sarony, Secretary, "Storks"
 Sandpipers, Seed bags.

The Task, Treaty of Dresden, Tullus, Trade Union,
 Trustees, Treasurer, Tropical Countries.

Ulysses, Ungulata.

Volcanic eruptions, Vermeo, Vireohraite
Villi, Ventricles, Venice Canal.

Vicar of Wakefield, Volcanic, Vice President
Wallace, Walpole, War of Independence.

Wicks, Whitfield, Wesley, War of the
Austrian Succession. Water birds.

Wady Halfa.

Yang-tse-kiang.

Zonga, Zambesi, Zoroastrian.

234 words (213)

whole expressions,